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ABSTRACT

The booklet discusses teaching gifted and talented students in the regular classroom. Brief case histories of three different types of gifted students are presented: morally gifted, creatively gifted, and cognitively gifted. Defining the gifted and talented is discussed, and characteristics of gifted children within each talent area are outlined. The history of interest in the gifted is reviewed, and some tools for the identification of gifted children are listed, including intelligence tests, creativity tests, psychological adjustment tests, and achievement and aptitude tests. An annotated bibliography is included, along with an alphabetical listing by state of resources. (DLS)

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NAIS
Academic
Committee

Teaching the Gifted and Talented in the Regular Classroom

Occasional Paper

National Association of Independent Schools

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TEACHING THE GIFTED AND TALENTED IN THE REGULAR CLASSROOM

Occasional Paper

NAIS Academic Committee

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS

4 Liberty Square, Boston, Massachusetts 02109

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Preface

The Academic Committee of the National Association of Independent Schools is charged with making the membership more aware of current issues in education, exploring these issues, and directing people who are interested in further study of them to useful resources.

About a year ago, the committee began to inquire what independent schools were doing about teaching students at the upper levels of the intellectual scale. Much had been written and said about teaching students with learning difficulties; now the time had come to explore what was being done for the gifted and talented. The committee decided to focus its investigation on the implications for the school of teaching these students in the regular classroom.

The committee therefore asked Marie K. Stone, one of its members, to explore the topic of teaching the gifted and talented in the heterogeneous, or regular, classroom. After extensive reading, talking with many professionals in the field, and comparing experiences of practitioners in schools, Mrs. Stone presented the following paper to the committee, which is publishing it as the first of a series of occasional papers.

As a follow-up, the committee is planning a symposium to examine the issues presented here in greater detail and to provide an opportunity for sharing ideas, practices, and experiences.

The committee hopes that the paper and the symposium will be helpful to those who are already engaged in teaching the gifted and talented in the regular classroom as well as to those who are discovering a need to do more in this area and that the materials and resources presented here

will make the task of gaining new perspectives on teaching the gifted and talented less difficult to achieve. Above all, the committee hopes that schools of all kinds will join in making certain that the valuable national resource represented by these able young people is not dissipated or lost for lack of recognition or development.

The committee invites you to send your reactions to this paper, together with descriptions of programs, practices, and experiences, to NAIS Academic Committee, c/o Mrs. Marie K. Stone, Francis W. Parker School, 330 Webster Ave., Chicago, Ill. 60614.

BARBARA, LARRY, AND ERIC: THREE GIFTED STUDENTS

Barbara: Morally Gifted

In The Great Gatsby, F. Scott Fitzgerald says, "Moral decency is parcelled out unevenly at birth." Barbara inherited more than her fair share.

Petite and quiet, Barbara sat in journalism class hidden behind the newspaper and engulfed in silence. She wrote with a captivating journalistic style, working diligently with a distinctive fervor. Her feature stories, editorials, and interviews were published, but no special acknowledgment was hers.

In her ninth-grade journalism course, students were assigned to interview one another and to select outstanding interviews to demonstrate the technique for the entire class. Somewhat to our surprise, the interview with Barbara was chosen as the demonstration piece. This experience began her transformation from a quiet, self-effacing girl to an enormously capable moral leader.

The interview revealed that Barbara had the capacity to stimulate thought in other students and to summarize ideas. She spoke about values and goals that were clearly defined and inspirational. The class absorbed every detail and nuance while listening attentively and waiting impatiently for the interview to finish so that they could ask her their own questions.

Barbara talked about social consciousness, personal commitment, moral issues, and more. The students clamored for her attention. This discovery and acknowledgment of her moral giftedness shapes her life, which,

now three years later, reads like a list of accomplishments that her ideal, social reformer Jane Addams, would acclaim.

Accenting Barbara's moral strength, we at Francis W. Parker School in Chicago designed a three-year plan to complement her intense commitment to a better world and her compassion for all humanity. So that she could use journalism class as a springboard, I advised her to study the influence of the press on social reform. Her editorial on this topic earned her a summer job writing interview questions for a commercial radio program. Journalism also inspired Barbara to enroll in a class in community involvement, where she worked at Addams' Hull House to discover the effectiveness of women in social reform and the historical significance of volunteerism in America.

Barbara's heightened moral commitment to a school strongly affiliated with Hull House and her advanced writing skills combined to make her a key researcher and a near-professional author for our 400-page school history. Her talent for helping others was further captured for the school when she became the student assistant for a lower school science fair and the tutor for seventh-grade writers. Her moral sensitivity made a once self-effacing freshman an outstanding moral leader in the school. She now heads a social services committee and has started a shop course that collects and rebuilds toys for needy children.

Barbara is among the 10 to 20 per cent that Jacob W. Getzels and Philip W. Jackson define as "highly moral students possessing such qualities as adherence to ethics, belief in values, compassion, and identification with humanity" (Creativity and Intelligence, p. 135). These qualities, when recognized and nurtured, enable such students and the group to capitalize on

natural leadership ability, to stimulate and organize others, and to exercise responsibilities dependably, pursuing and articulating otherwise unstated feelings in a group.

Because of her ability to support members of a group and get along with all kinds of people, Barbara is asked for ideas and looked to by others when something must be decided. Surely any teacher would want her to help with a class of younger students, just as students want her to head student activities. Full moral leadership involves others: Barbara needs the group to develop her potential fully just as much as the group needs her growing capacities and powerful example. Getzels and Jackson would say that Barbara's moral giftedness lies in the psychological domain.

The list of leadership traits (see pages 15-16, below) of students like Barbara can help teachers identify morally gifted students and tailor plans for them in a regular school setting. Other types of gifted and talented students can also be recognized and assisted. Take Larry, for example.

Larry: Creatively Gifted

Larry was not the kind of flamboyant, extroverted drama student who commands immediate attention. Except for an alert drama coach, Larry and his talent might have passed unnoticed.

In fact, most of the faculty considered Larry an academic failure. He was failing foreign language, sat zombielike in American literature class, and irritated several teachers because he was passing math gloriously with no effort. If it had not been for an understanding mother, the drama coach, and a sympathetic adviser, Larry would probably have been

expelled from school, since he was on probation for poor attendance more often than anyone wanted to admit.

Many teachers complained bitterly as Larry, dedicating all of his time to drama, became the set designer essential to all productions, trained a tech crew of upperclassmen, became enthralled with acting, and developed his own special gift for directing. The rift among the faculty prevailed as he continued to be absent from even more classes while he selected three one-act plays, designed and built the sets, created and ran the light board and sound effects, coached the actors, and directed the final performance to thunderous applause.

The drama coach persisted in his vociferous defense of Larry, championing him against growing attacks by the faculty and engaging him in still another drama project. For the eighth-grade play, the coach adapted a story from narration to dramatic presentation. Larry coauthored the script, thus opening the eyes of his English teacher, who came to realize that Larry was a superior writer and prodigious reader of plays. Perhaps her class, which concentrated on expository writing and the novel, had caused Larry's seeming boredom and failure.

The English teacher's new perception was validated. Larry was an omnivorous reader more literate and sophisticated in drama and playwriting than his teacher. This recognition created a new literature student in her class, where Larry become the resident savant whenever plays were read. Advancing his writing to include satire, Larry wrote a satiric prose piece in biblical language about the drama department.

Now Larry had expertise in drama, math, and literature. Working double time on his academic courses and drama, he often left school late in

the evening in new-found camaraderie with the teachers who were still there.

Secondary school drama was Larry's inspiration and starting point. He went on to master the field with unusual seriousness of purpose and intellectual grasp, starting with drama tech at Carnegie Mellon University, where the show was all his. He graduated in three years with honors, grants, and a job in theater design in California.

Larry is among the estimated 2,000,000 students who have been almost routinely neglected over the past two decades, one of those whom Getzels and Jackson define as the highly creative student who "tends towards revising the known, exploring the undetermined, and constructing what might be" (p. 13).

The highly creative student is potentially the most difficult to integrate into regular classroom activities because he learns relatively independently of outside goals and stimuli. According to Getzels and Jackson, some characteristics of the highly creative student are a willingness "to go off in new directions . . . to free himself from the usual, to diverge from customary behavior . . . to enjoy the risk and uncertainty of the untried and the unknown" (p. 52).

Larry's wit and playful and experimental attitudes gave his classmates a fresh and fascinating perspective. He, in turn, was given an arena for self-expression that channeled his creativity and helped alleviate the highly creative student's tendency to see himself and his goals as being directly opposed to what is expected or to qualities that make for adult success. Larry learned that the school would provide freedom within its normal structure, while the faculty learned new ways of looking at just about everything. The result of this mutual learning was that Larry--and

other students in the regular classroom--can begin to touch their full potential as human beings.

The list of traits of creatively talented students (see page 15, below) serves as a tool for teachers to begin to identify students like Larry. For the morally gifted, like Barbara, and for the cognitively gifted, like Eric--whose story follows--teachers need to be flexible and to adapt; for the creatively gifted, like Larry, they have to be more than that. To nourish creative talent and not squelch it, teachers must be able to risk taking unorthodox approaches and changing patterns that have been set up for the majority of students.

Having the courage to break the mold for Larry saved a dropout and shaped a student who graduated from high school with a better than C average and from college with a B+ average.

Eric: Cognitively Gifted

Eric always sat quietly in our American literature class--during his rare visits to it. One day I called him into my office and asked, "Are you sick? Is class too difficult? Are there problems at home?" It turned out that he had read The Scarlet Letter and An American Tragedy in middle school.

"Well, then, are you bored by the theme of the course?"

"The conflict inherent in the American dream, you mean?" A bit of condescension there. Then Eric's questions flowed. "Would the class like to share my first edition copies of my complete collection of the Horatio Alger series?" "Do you know there was a piece of music--a march--written for The Scarlet Letter? I'd like to bring this 1860's edition to class."

"Why don't you come to class, then?"

Without belligerence, he reminded me, "When you flunked me in American lit last term, you arranged to have a tutor for me in writing."

Now a bit defensive, I countered, "But you didn't write the essays."

"Oh, no, I was too busy writing a satire and finishing my film." His eyes sparkled. "I had a part in a professional satiric revue, too," he admitted reluctantly, as if he thought I'd object.

In an almost confessional tone, Eric began explaining behavior for which he had been reprimanded. "What I'm doing when you think I'm scribbling in my notebook is drawing cartoons."

"Where are those cartoons?"

"Oh, I submit them to the school newspaper, but they don't publish what they don't understand."

Put in my place, I ended the conference: "I hope you'll be in class tomorrow."

"Sure, I've got a lot to say, but most people don't understand."

Up to that point, Eric had been right, but for the remainder of the term he became the prime resource person for the class. He and I met weekly to arrange for the materials he helped to prepare and present to the class. At our early meetings, he pulled the list of ideas out of his back pocket. Later, he came with stacks of books, etchings, and diagrams. These meetings evolved into weekly presentations, where Eric mesmerized the class, one time playing a tape he had created, using excerpts of 1920's jazz, another time hanging full-scale drawings of 12 major American myths. His presentations turned into small informal seminars after school, and Eric was in attendance time and a half.

Eric's giftedness, like Larry's, lies in the cognitive domain. Getzels and Jackson define students with his characteristics as being highly intelligent, tending toward "retaining the known, learning the predetermined, and conserving what is" (p. 13). Eric took a body of material and achieved expertise within that field. The highly intelligent student tends to do superior work within a structured situation because his mode of thinking channels his thought process in the direction of finding answers. He is goal-directed and wants for himself what Getzels and Jackson call "the qualities that he believes make for adult success" (p. 36).

For Eric and other students like him, the regular classroom provides the support and structure that allow for such giftedness to develop as well as the knowledge that will take him outside of the classroom. Eric learned and excelled in American literature class when natural connections between his private scholarship and classroom learning were made. Once identified as gifted, and not delinquent, his expansion was natural and open, flowing easily and enthusiastically into achievement that could be recognized and applauded rather than hidden for fear of scorn and lack of acceptance.

Eric was no longer neglected, and the benefits were enormous for him, for the class, for the school, and, we can be pretty sure, eventually for the world.

The three successful gifted children just described represent an identified minority of 10 to 20 million elementary and secondary students who need our help as desperately as we need theirs. Barbara's, Larry's, and Eric's talents make them unusual; that they were identified as being gifted at all makes them even more unusual. Their success, in the face of their giftedness being recognized so late in their adolescence, makes them unique, because success for and with gifted students usually depends on recognition in their earlier years.

In the past decade, the federal government, specialists in education of the gifted and talented, some organized parent groups, a growing number of public and independent schools, and gifted and talented adults themselves are recognizing and dealing with the special virtues and problems of the gifted and talented. Often the classroom teacher's significance has been overlooked in developing the potential of the gifted and talented student.

In the 1960's, the classroom teacher became aware of and learned to teach the learning disabled and the socially and economically deprived. Now we teachers of the 1970's and 1980's have the opportunity to raise our consciousness and effectiveness in developing the potential of still another group. We can ensure that education of the gifted and talented remains more than a current fad by integrating gifted and talented students into the mainstream of the regular classroom.

Raising our consciousness can help us do a better job of helping gifted and talented students fulfill their potential even if it does not

equip us to deal with all of their special problems. Recognition, awareness, and support can eradicate many of the gifted student's fears. One way in which a teacher or group of teachers in a school can readily become informed is to (1) define what is meant by "gifted and talented," (2) begin to identify traits of the morally, creatively, and cognitively gifted, (3) read the history of interest in the gifted to find past approaches and teaching strategies, and (4) to become aware of tools for measuring talent and giftedness.

We present materials here in capsule--and we hope workable--form as a first step for all of us who teach gifted and talented students in our classrooms. The materials are arranged under six headings:

A. Defining the Gifted and Talented

B. Characteristics of Gifted Children within Each Talent Area

C. History of Interest in the Gifted

D. Tools for Identifying the Gifted

E. Selected Bibliography

F. Possible Resources in Your Area

A. Defining the Gifted and Talented

Giftedness is variously defined. In Creativity and Intelligence, Getzels and Jackson provide a scholarly, clear, and comprehensive definition that seems most appropriate for teachers of the gifted and talented in a regular school setting. They classify giftedness and talent in two basic categories: cognitive and psychological.

1. The Cognitive Domain

   a. The "highly intelligent . . . tend towards retaining

the known, learning the predetermined, and conserving what is."

b. The "highly creative" model of intellectual excellence "tends towards revising the known, exploring the undetermined, and constructing what might be." (p. 13)

2. The Psychological Domain

a. The "highly moral" possess such qualities as adherence to ethics, belief in values, compassion, and identification with humanity and are considered "ideational," that is, "attracted to the world of ideas and uses to which knowledge can be put."

b. The "highly adjusted" are able to perceive and understand their habitual behavior, and are considered "existential," that is, interested in the moment, in "being" rather than "becoming." (p. 150)

In its Report on the Gifted and Talented (Department of Health, Education, and Welfare, Office of Education, Bureau of Education for the Handicapped, Washington, D.C. 20202) given to Congress in 1971, the United States Commission on Education defines "gifted and talented" as

> children or youth who have been identified at the preschool, elementary, or secondary level as (1) possessing demonstrated or potential intellectual, creative, or specific capability, or talent in the performing or visual arts, and (2) needing differentiated education or services beyond those being provided by the regular school system to the average student in order to realize these potentialities.

For understandable reasons, the commission's definition is more specific than that of Getzels and Jackson and is biased toward special programs.

The Academic Committee of the National Association of Independent Schools supports special programs and schools for the gifted and talented. For schools new to the education of the talented, however, the Academic Committee prefers the broader definition and encourages education of the gifted and talented in the regular classroom.

Since one of the prime objectives of American education is to educate citizens for democracy, the gifted and talented minority has a critical place in the regular classroom. Tocqueville cautions us that the majority in a democracy needs intellectual, creative, and moral leadership for survival; the regular classroom most closely approximates what the student will experience in American society. In this microcosm, the gifted and talented student can exercise the moral, cognitive, and creative leadership that Tocqueville encourages. More important, the regular classroom offers a healthy arena in which the gifted and talented child's own needs can be fulfilled. We have little reason to believe that the gifted child wishes to associate only with similarly talented students.

Students like Barbara, Eric, and Larry, for social as well as personal growth, need the group as much as the group needs them. The fact that many gifted and talented students need to feel they belong argues strongly for educating these students in the ordinary classroom. Past and present practices of educating the gifted and talented reveal the success of special schools and programs for the gifted, but for those schools not yet involved in developing these special gifts we recommend the regular, heterogeneous classroom as the model, and using special programs as a supplement.

We also recommend the regular classroom for practical reasons. For schools now beginning to develop the potential of the gifted and talented, it seems inappropriate to experiment by overturning old programs and making a specialty of the gifted. Educating the gifted and talented is not experimental. We recommend avoiding the route of so many educational fads that capture the energy of teachers, who revamp the curriculum and devise

new programs, which then fall out of favor and are forgotten for another 50 years.

B. Characteristics of Gifted Children within Each Talent Area

Following are lists of traits that may help teachers identify gifted children. Before using them in any form, everyone involved in the identification should agree which items are to be used. The lists are not exhaustive, nor are they intended to specify instruments to be used. Similarly, no one gifted child has all the traits listed, but often displays a generous combination of them. These lists, compiled in 1977 under the title "Traits of the Gifted: An Inventory" by Raymond Grinter, director of the McKendree College Area Service Center for Educators on Gifted Children, in Lebanon, Illinois, are reproduced here with permission of the author.

General Intellectual Ability

1. Is an avid reader
2. Very alert, rapid answers with a wide range of interests and curiosity
3. Is venturesome, eager to do new things
4. Tends to dominate peers or situations
5. Is sensitive to feelings of others or to situations
6. Resourceful--can solve problems by ingenious methods
7. Creative in thoughts, new ideas, seeing associations, innovations
8. Has the capacity to look into things and be puzzled
9. Is involved with many exploratory types of activities
10. Reveals originality in oral and written expression

11. Is perceptually open to his environment

12. Displays a willingness for complexity

13. Shows superior judgment in evaluating things and is a good guesser

14. Retains and uses information which has been heard or read

15. Uses a large number of words easily and accurately

16. Asks many questions of a provocative nature

17. Has a power of abstraction, conceptualization, synthesis, cause-effect relations

18. Has a liking for structure, order, and consistency

19. Has a power of concentration, an intense attention that excludes all else

20. Is persistent and independent

21. Has a high energy level

Specific Academic Aptitude (Cognitive Domain--Highly Intelligent)

1. Has a long attention span

2. More mature in the ability to express himself through the various communication skills

3. Reaches higher levels of attentiveness to his environment

4. Spends time beyond the ordinary assignments or schedule on things that are of interest to him

5. Is able to adapt learning to various situations somewhat unrelated in orientation

6. Possesses one or more special talents

7. Is adept in analyzing his own abilities, limitations, and problems

8. Has more emotional stability

9. Can judge the abilities of others

10. Has diverse, spontaneous, and frequently self-directed interests

Creative Thinking and Production (Cognitive Domain--Highly Creative)

1. Has the ability to be fluent in producing ideas and elaborating ideas
2. Has ability to make unusual associations between remote ideas
3. Has ability to be flexible in thinking patterns
4. Has ability to rearrange elements of thought
5. Has ability to visualize mentally
6. Has ability to tolerate ambiguity and uncertainty
7. Has ability to sense discontinuities and inconsistencies
8. Has ability to redefine elements of a task
9. Has ability to maintain autonomy of ideas
10. Has large number of ideas and solutions to problems
11. Is uninhibited in expressions or opinions; is sometimes radical, displays intellectual playfulness, fantasizes; imagines, concerned with adapting, improving, and modifying
12. Has keen sense of humor and sees humor in situations others do not see
13. Generally does not accept authoritarian pronouncements without critical examination
14. Asks many questions, often challenging the teacher and the textbook
15. Has much energy, which gets him into trouble at times
16. On special projects, shows unusual capacity for originality, concentration, and just plain hard work

Leadership (Psychological Domain--Moral)

1. Has ability to stimulate others

2. Has ability to recognize skills and abilities possessed by others

3. Has ability to interact with others easily

4. Has ability to recognize and state the goals and objectives of a group

5. Has ability to differentiate responsibility and coordinate work among several persons

6. Has ability to articulate ideas and listen to others

7. Has ability to state a group problem clearly and is asked for ideas and suggestions

8. Has ability to understand how groups function

9. Has ability to give directions clearly and effectively

10. Has ability to exercise responsibilities dependably

11. Has ability to play nonleadership roles and establish a mood within a group

12. Has ability to summarize

13. Has ability to perceive and articulate unstated feelings of a group

14. Has ability to support members of a group when needed

15. Has ability to get along with a wide variety of individuals

16. Is looked to by others when something must be decided

C. History of Interest in the Gifted

Although we are seeing a resurgence of interest in education of the gifted and talented, concentration in this area enjoys a distinguished history. Perhaps one of the best sources of past practices in working with the gifted is Abraham Tannenbaum's article "History of Interest in the Gifted," in Nelson B. Henry, ed., The Fifty-Seventh Yearbook of the National Society for the Study of Education: Education for the Gifted

(Chicago: University of Chicago Press, 1958), from which many of these highlights are excerpted.

1868	The St. Louis Program introduces "flexible promotion allowing able students to complete their first eight years of school in a shorter period of time without omitting any subject sequences"
1881	The "Cambridge Double Track Plan"
1891-1900	Variations of the St. Louis Program
1900	The "rapid advancement approach," implemented in New York's Stuyvesant High School for boys superior in mechanic arts, mathematics, and science
1900-1920	Stanford University Intelligence Test for identifying the gifted
	Individualized instruction
1920-1930	Enrichment instead of acceleration becomes the keynote
	Schools favor "groupings" over acceleration
	The "contract plan" of Winnetka, Illinois, in which, as the name states, students contract for the amount of work they elect to do on a given topic
	The Dalton, Massachusetts, Plan
1930-WW II	Emphasis shifts away from special classes to enrichment in the regular classroom
1945	Harvard Study forces re-evaluation of the public school system, which, it charges, "nurtured a cult of mediocrity" in its singular emphasis on the average student
1950-1960	Educational Policies Commission publishes a pamphlet decrying "the social waste resulting from neglect of the mentally superior"
	Sputnik spurs education for the gifted, particularly in the sciences
	Education for the gifted peaks
1960-1970	Emphasis shifts to the disadvantaged--the poor, the handicapped

1970's	Resurgence of interest
1972	A special office for the gifted and talented is established at the United States Office of Education
1974	Congress approves aid for the gifted and talented
	Colleges and universities train teachers for the gifted
	Elementary, middle, and secondary schools institute programs from New York to California
	State and local conferences increase
1976	First international conference on education for the gifted, London
1977	Second international conference on education for the gifted, San Francisco

* * *

1970's Teaching strategies are diverse and inclusive but generally cluster in the following categories:

- Honors Classes
- Supplemental Programs
- Advanced Placement Classes
- Academically Enriched Classes
- Combined High School and College Program
- Independent Study Seminars
- Traveling Teachers
- Grouping for Instruction within Self-Contained Classroom
- Special Schools

D. Tools for Identifying the Gifted

Tools for identifying giftedness are numerous, familiar to most educators, and usually easily administered by a teacher or psychologist. Getzels and Jackson describe many of these tests in Creativity and Intelligence (pp. 198-222). In 1974, the Los Angeles City Schools, very active and organized for teaching the gifted, recommended from among this list the Stanford-Binet, the Wechsler, and the Leiter International Performance Scale (Justine Balabanov, ed., Our Child Is Gifted--What Does That Mean? Los Angeles City Schools, Area F, 1974). This comprehensive but not exhaustive list of tools is selected from reliable specialists in the education of the gifted and talented in Illinois, California, and New York.

1. Intelligence tests

   a. Stanford-Binet Intelligence Scale. Age 2 and up. Individually administered. Houghton Mifflin Co., Pennington-Hopewell Rd., Hopewell, N.J. 08525

   b. The Henmon-Nelson Tests of Mental Ability. Grades K-12 (4 levels). Group administration. Houghton Mifflin Co., Pennington-Hopewell Rd., Hopewell, N.J. 08525

   c. Kuhlmann-Anderson Tests. Grades K-12. Personnel Press, Inc., 20 Nassau St., Princeton, N.J. 08540

   d. Short Form Test of Academic Aptitude. Grades 1.5-12 (5 levels). CTB/McGraw-Hill, Del Monte Research Park, Monterey, Calif. 93940. Level of intellectual development and potential progress in school; subtests--vocabulary, analogies, sequences, memory

   e. Wechsler Intelligence Scale for Children (revised; WISC-R). Ages 6-16. Individually administered. Psychological Corporation, 304 E. 45 St., New York, N.Y. 10017. Verbal (understanding of verbal concepts, ability to respond orally) and performance (ability to solve problems by manipulation of objects or other manual response) scales

   f. Wechsler Preschool and Primary Scale of Intelligence. Ages 4-6. Psychological Corporation, 304 E. 45 St., New York, N.Y. 10017

2. Creativity tests (written symbols, spatial relations)

   a. Khatena-Torrance Creativity Perception Inventory. Grades 7-12 and up. Group administration. Stoelting Co., 1350 S. Kostner, Chicago, Ill. 60623. Two separate tests: "What Kind of Person Are You?" (index of disposition to function creatively) and "Something about Myself" (creativity as reflected in personality characteristics, thinking strategies)

   b. Torrance Tests of Creative Thinking, research edition. Grades K-12 and adults. Personnel Press, 20 Nassau St., Princeton, N.J. 08540. Verbal and figural creative thinking; verbal tests for grades K-3 administered individually; all others can be given in groups

3. Psychological adjustment tests

   a. California Test of Personality. Grade 9 and up. CTB/McGraw-Hill, Del Monte Research Park, Monterey, Calif. 93940. Personal and social adjustment

   b. Indirect sentence completion ("When Frank has nothing to do, he . . .")

4. Achievement and aptitude tests

   a. California Achievement Tests, 1970 ed. Grades 1-12 (5 levels). CTB/McGraw-Hill, Del Monte Research Park, Monterey, Calif. 93940. Subtests in reading, math, and language; each subtest available in separate booklet edition

   b. Comprehensive Tests of Basic Skills. Grades 2.5-12.9 (4 levels). CTB/McGraw-Hill, Del Monte Research Park, Monterey, Calif. 93940. Reading, language, arithmetic, study skills

   c. Iowa Tests of Basic Skills, Levels Edition: Forms 5 and 6, Levels 9-14. Grades 3-9 or ages 9-14. Houghton Mifflin Co., Pennington-Hopewell Rd., Hopewell, N.J. 08525. Eleven tests of skills attainment at six levels corresponding to grades 3-9; designed to make possible individualized testing of pupils at different levels of development in the same classroom

   d. Iowa Tests of Basic Skills: Primary Battery, Forms 5 and 6. Grades 1.7-3.5. Houghton Mifflin Co., Pennington-Hopewell Rd., Hopewell, N.J. 08525. Comprehensive measurement of growth in fundamental skills

   e. Cognitive Abilities Test: Multi-Level Edition, Levels A-H. Grades 3-13. Houghton Mifflin Co., Pennington-Hopewell Rd., Hopewell, N.J. 08525. Ability to use and manipulate abstract

and symbolic relationships; three batteries (verbal, quantitative, nonverbal)

f. Leiter International Performance Scale. Ages 2-18. Stoelting Co., 1350 S. Kostner, Chicago, Ill. 60623. Perceptual organization and discrimination; nonverbal point scale yielding mental age and IQ score

E. Selected Bibliography

The following bibliography, compiled by Raymond Grinter in "Traits of the Gifted: An Inventory" (Lebanon, Ill.: McKendree College Area Service Center for Educators of Gifted Children, 1977), is used by permission. At the end are given references for other works cited in the text plus one periodical.

The 1940's

Terman, Lewis M., and M. H. Oden. Genetic Studies of Genius, Vol. 4: The Gifted Child Grows Up. Stanford, Calif.: Stanford University Press, 1941. The most comprehensive of the five-volume series spanning a forty-year period of studying 1,500 gifted children in California. It remains the most authoritative source on the characteristics of the gifted, if you accept the Terman definition.

The 1950's

Hall, Theodore. Gifted Children: The Cleveland Story. Cleveland: World Publishing Co., 1956. A brief account of the Cleveland Major Work Classes, with a vivid description of actual class periods.

Havighurst, Robert J., Eugene Stivers, and Robert F. DeHaan. A Survey of the Education of Gifted Children. Chicago: University of Chicago Press, 1955. Introductory sections on identification, motivation, the use of community resources, and methods, and descriptions of programs in more than fifty schools and communities in the United States.

Hildreth, Gertrude Howell. Educating Gifted Children at Hunter College Elementary School. New York: Harper, 1952. A detailed account of the selection of pupils for a special school and of methods of instruction.

Kough, Jack, and Robert F. DeHaan. Teacher's Guidance Handbook, Vol. I: Identifying Children with Special Needs. Chicago: Science Research Associates, Inc., 1956. Lists of characteristics useful in identifying children with scientific ability, talent in the fine arts, leadership abilities, and mechanical skills, as well as the generally gifted, the mentally handicapped, the physically handicapped, and those with emotional problems.

Witty, Paul. Helping the Gifted Child. Chicago: Science Research Associates, Inc., 1952. An illustrated pamphlet on how adults can discover and help youngsters with superior ability.

The 1960's

Bruner, Jerome. The Process of Education. Cambridge, Mass.: Harvard University Press, 1960. This is still the best and clearest rationale for the underlying philosophy of the major curricular reform movement for secondary and, later, elementary schools of the 1960's. Although this movement was not particularly concerned with gifted students per se, the emphasis of these programs on a high level of conceptualization and on training the student in the process of independent inquiry was particularly relevant to the special needs of the gifted.

Guilford, Joy P. The Nature of Human Intelligence. New York: McGraw-Hill, 1967. A comprehensive statement about the structure of intellectual processes in human beings by one of the foremost theoreticians of the past two decades. More than any other single person, Guilford has transformed and broadened the definition of giftedness.

Koestler, Arthur. The Act of Creation. New York: Macmillan, 1964. A serious, often introspective account of the mysteries of the creative process and the creative person. Provides useful insights from the perspective of the author himself on how the process operates.

Meeker, Mary N. The Structure of Intellect: Its Interpretations and Uses. Columbus, Ohio: Merrill, 1969. An imaginative attempt to translate the Guilford structure of intellect model into educational activities and exercises that can be used for all types of students, but particularly the gifted.

Torrance, E. P. Creativity. Belmont, Calif.: Dimensions Publishing Co., 1969. One of the most creative and imaginative of educators presents a series of suggestions for parents and teachers of pre-adolescent children, discussing ways to stimulate more creative thinking in the child.

Wallach, Michael A., and Cliff Wing, Jr. The Talented Student: A Validation of the Creativity-Intelligence Distinction. New York:

Holt, Rinehart & Winston, 1969. A detailed and scholarly discussion of the proposed distinction between high-IQ students and high-creativity students. Brings a balanced perspective to an issue too often characterized by the substitution of rhetoric for data and sound research methods.

The 1970's

Gallagher, James J. Teaching the Gifted Child, 2d ed. Boston: Allyn & Bacon, 1975. A classic in the area of gifted education. Covers identification, characteristics, program modifications, productive thinking, administration of programs, and special problem areas. An excellent resource for teachers of the gifted.

Getzels, Jacob W., and J. Dillon. "The Nature of Giftedness and the Education of the Gifted," in R. M. W. Travers, ed., The Second Handbook of Research on Teaching. Chicago: Rand McNally, 1973. A rather comprehensive overview of the available research in the field of the gifted with a definite emphasis on the area of creativity and productive thinking. Discusses the broadening definition of giftedness and the correlates of productivity.

Gowan, John C. Development of the Creative Individual. San Diego, Calif.: Robert R. Knapp Publishers, 1972. A summary of existing material on the nature of the creative person with emphasis on developmental stages. Explores social and family factors related to creativity. Theories of Freud and Maslow considered in explaining the process and development of the creative individual.

Keating, Daniel P., and Julian C. Stanley. From Eighth Grade to Selected College in One Jump: Case Studies in Radical Acceleration. Baltimore: The Johns Hopkins University, 1972. A report on the acceleration into college programs of young teenagers, a technique not approved by many educators but apparently successful in the cases of extraordinarily gifted students. Possible disruptive effects of such radical acceleration are discussed and discounted in these cases. Challenging to basic concepts of educators.

Renzulli, Joseph S. The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented. Wethersfield, Conn.: Creative Learning Press, 1977. This book describes three types of enrichment activities with a strong rationale for activities in which gifted youngsters become actual investigators of real problems or topics by using appropriate methods of inquiry.

Stovall, B., and C. Tongue. The Itinerant Resource Teacher: A Manual for Programs with Gifted Children. Raleigh, N.C.: State Department of Public Instruction, 1970. This manual discusses the potential role to be played by the itinerant resource teacher, whose major responsibility is as a resource to the elementary or junior high

teacher as well as to the children. Sample schedules and implementation strategies are presented to show how such a professional can work in the public school setting.

Williams, F. Classroom Ideas for Encouraging Thinking and Feeling. Buffalo, N.Y.: Dissemination of Knowledge Publishers, 1970. A valuable source book of teacher suggestions on how to stimulate productive thinking. Attention is paid to affective as well as cognitive behavior.

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Cited in text

Balabanov, Justine, ed. Our Child Is Gifted--What Does That Mean? Los Angeles City Schools, Area F, 1974.

Getzels, Jacob W., and Philip W. Jackson. Creativity and Intelligence: Explorations with Gifted Students. New York: Wiley, 1962.

Grinter, Raymond. "Traits of the Gifted: An Inventory." Lebanon, Ill.: McKendree College Area Service Center for Educators of Gifted Children, 1977.

The Report on the Gifted and Talented. Washington, D.C.: Department of Health, Education, and Welfare, Office of Education, Bureau of Education for the Handicapped, 1971.

Tannenbaum, Abraham J. "History of Interest in the Gifted," in Nelson B. Henry, ed., The Fifty-Seventh Yearbook of the National Society for the Study of Education: Education for the Gifted. Chicago: University of Chicago Press, 1958.

Periodical

The Gifted Child Quarterly. Journal of the National Association for Gifted Children, 217 Gregory Dr., Hot Springs, Ark. 71909.

F. Possible Resources in Your Area

Since the topic is in the public's consciousness, teachers will find a great deal of activity focusing on the education of the gifted and talented. After a teacher or group of teachers have informed themselves, they can provide the nucleus of leadership in a school by inviting speakers, arranging in-service workshops, asking experts in the area to act as consultants in

the school, and encouraging attendance at conferences for the education of the gifted and talented. Following is a limited list of resources, arranged in alphabetical order by state.

Marilyn A. Brown (East Whittier District), 8663 Buena Tierra Pl., Buena Park, Calif. 90621 -- (714) 522-7943

Janet Ward (Covina Valley Unified), 519 E. Badillo, Covina, Calif. 91723 -- (213) 331-3371, ext. 228

Ann Lord, Fremont Unified School District, 40775 Fremont Blvd., Fremont, Calif. 94538 -- (415) 656-8986

David P. Hermanson, Supervisor, K-12 Gifted Programs, San Diego Unified School District, Education Center, Room 3126, 4100 Normal St., San Diego, Calif. 92103 -- (714) 293-8436, 8437

Peggy Shackelton (Santa Monica City Schools), 821-A 21st St., Santa Monica, Calif. 90403 -- (213) 393-2785

Louise Evans, Orchard Hill School, 350 Foster St., South Windsor, Conn. 06074 -- (203) 644-1546

DeWitt Zuse, Director, Educational Center for the Arts, 55 Audubon St., New Haven, Conn. 06511 -- (203) 777-5451

Harriet (Penny) Van Campen Hogan (Palm Beach County), 225 La Puerta Way, Palm Beach, Fla. 33480 -- (305) 842-6075

Edith C. Eisner, Roycemore School, 640 Lincoln St., Evanston, Ill. 60201 -- (312) 866-6055

Raymond Grinter, McKendree College, Lebanon, Ill. 62254 -- (618) 537-4477

John K. Garrett (Washington School), 839 W. Moss Ave., Peoria, Ill. 61606 -- (309) 672-6563

Barbara Mills, St. Paul's School, Brooklandville, Md. 21022 -- (301) 825-4400

George A. and Annemarie Roeper, Roeper City & Country School, Bloomfield Hills, Mich. 48013 -- (313) 642-1500

Patricia K. Diederich (Grand Rapids City Schools), 143 Bostwick, N.E., Grand Rapids, Mich. 49502 -- (616) 456-4785

Priscilla L. Vail, Rippowam-Cisqua School, Bedford, N.Y. 10506 -- (914) 234-7423

Vincent G. Galasso, Bronx High School of Science, 75 W. 205 St., Bronx, N.Y. 10468 -- (212) CY5-0200

Audrey Feuerstein, Teacher Center for Teachers of the Gifted & Talented, Hunter Campus Schools, 94th St. and Park Ave., New York, N.Y. 10028 -- (212) 570-5433

Patricia L. Ranard, Academic Dean, The Spence School, 22 E. 91 St., New York, N.Y. 10028 -- (212) 289-5940

Cornelia Tongue, Division for Exceptional Children, Department of Public Instruction, Raleigh, N.C. 27611 -- (919) 733-3921

Charles N. Jordan (Major Works Program), 9106 Kempton Ave., Cleveland, Ohio 44108 -- (216) 451-3094

Carrie H. Scheflow (Swarthmore Elementary), 646 W. St. Andrews Dr., Middletown, Pa. 19063 -- (215) TR6-9336

Jo Patterson, Memphis City Schools, 2597 Avery, Memphis, Tenn. 38117 -- (901) 454-5286

June Cox, Academic Director, Gifted Students Institute, 611 Ryan Plaza Dr., Suite 1139, Arlington, Tex. 76011 -- (817) 265-7143